External Review Team Process

Office of Federal and State Accountability
Division of Accountability

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
Revised for School Year 2008-09
Revisions Included

School: Colleton Middle   **District:**   Colleton

Principal: Dr. Kenneth Jenkins   **Superintendent:** Charles Gale

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation

Rationale

Colleton Middle School is one of three middle schools located in Colleton County in the Lowcountry region of South Carolina. The school this year consists of 425 sixth, seventh, and eighth graders with a breakdown as follows: 281 African Americans and 122 white students. The remaining numbers consist of other ethnic groups (Hispanics, Pacific Islanders, and American Indians etc.). The poverty level for Colleton Middle School is 81%. PACT performance reports from 2007 indicate that 43.1% of African American students scored basic and above in ELA; 56.9% in mathematics; 37.2% in science and 49.2% in social studies. For students eligible to receive free and reduced-price lunch, reports further indicate that 43.7% of this subgroup scored basic and above in ELA; 61.4% in mathematics; 43.3% in science and 51.4% in social studies. The students' attendance rate thus far is 94%. Colleton Middle School has 39 certified staff members of which 16 are males and 23 are females. The school also has five female paraprofessionals.

According to the most recent Colleton County census data, only 37% of the population 25 and over has a high school diploma with only 7.4% earning a bachelor's degree. Nearly 20% of our population earn less than $15,000 per year.

The table shown below indicates school report card and PACT data over time for Colleton Middle School (CMS).

Colleton Middle School Annual Report Card Data

	Absolute Index	Absolute Rating
2004	2.3	**Below Average**
2005	2.3	**Unsatisfactory**
2006	2.4	**Unsatisfactory**
2007	2.5	**Unsatisfactory**

Colleton Middle School PACT data All students Percent Basic and Above

	ELA	Math	Science	Soc. Stud.
2004	49%	49%	N/A	N/A
2005	48%	47%	43%	47%
2006	58%	58%	42%	50%
2007	53%	64%	47%	54%

CMS Report Card Index by Subject

	ELA	Math	Science	Soc. St.
Report Card 2006 Index	2.43	2.51	2.25	2.40
Report Card 2007 Index	2.28	2.65	2.51	2.50

Colleton Middle School PACT 2007 data Subgroups PACT Percent Basic and Above

	ELA	Math	Science	Soc. St.
African American students	43.1%	56.9%	37.2%	49.2%
Students eligible for free- and reduced-priced lunch	43.7%	61.4%	43.3%	51.4%

While Colleton Middle School indicates a slight increase in its Absolute Index from 2005-2007, the progress has not been quite enough to improve its Absolute Rating. Colleton Middle School's Report Card Index by Subject indicates an increase from 2006-2007 in every subject except English language arts; thereby, further prioritizing the focus on English language arts for this focused school renewal plan. In reviewing the "All student's percent Basic and Above", again, all subjects indicate an increase from 2006-2007 with the exception of English language arts. Colleton Middle School PACT performance levels by subject show a breakdown from 2005-2007 for each core subject area. In addition, analysis of Proficient and Advanced Performance levels shows a 4.6% increase for math, a 7.1% increase for science and a 3.3% increase for social studies and only a 0.3% increase for English language arts. Again, English language arts shows a gain in the Below Basic category from 2006-2007 further indicating the need for focus on English language arts.

School PACT results from spring 2007 also indicate that 46.5% of the sixth graders scored Below Basic in English Language Arts, 27.7% scored Below Basic in math, 49.3% scored Below Basic is science, and 31.3% scored Below Basic in social studies. Seventh grade scores reflect 48.1% scoring Below Basic in English Language Arts, 30.4% scoring Below Basic in math, 50.3% scoring Below Basic in science and 52.9% scoring Below Basic in social studies. Eighth grade English Language Arts students reflected 52.8% Below Basic while math students reflected 51.9% Below Basic. Eighth grade science students scored 59.5% Below Basic and social studies students scored 50.0% Below Basic. In analyzing the data, the excessive numbers in the Below Basic category were evident again and again and increasingly at the eighth grade level. PACT scores indicate definite improvements to be made and further focus us to where we need to target the most emphasis. Our focus goals will address English Language Arts, science and mathematics. Social studies is covered extensively in the overall School Renewal Plan although it is not addressed in this Focused School Renewal Plan. Colleton Middle School has failed to meet Adequate Yearly Progress for four consecutive years and has been unsatisfactory on state report card ratings for three consecutive years.

CMS PACT PERFORMANCE LEVELS

Subject	Year	% BB	% Basic	% Prof.	% Adv.
ELA	2007	48.6%	39.3%	11.2%	0.9%
	2006	43.3%	44.9%	11.6%	0.2%
	2005	51.9%	37.7%	9.5%	0.8%
Math	2007	35.2%	49.0%	11.9%	4.0%
	2006	45.8%	43.0%	8.4%	2.9%
	2005	53.3%	36.1%	8.2%	2.4%
Science	2007	51.7%	29.9%	9.4%	9.1%
	2006	58.4%	30.2%	6.5%	4.9%
	2005	57.2%	29.2%	7.2%	5.6%
Soc. St.	2007	46.0%	41.4%	9.7%	2.9%
	2006	49.8%	40.9%	5.7%	3.6%
	2005	53.3%	36.1%	7.0%	3.6%

In preparation for developing this Focused School Renewal Plan (FSRP), the leadership team (principal, assistant principal, guidance counselors, media specialist, district office representative, School Improvement Council representative, academic coaches for ELA, mathematics, science, and our External Review Team Liaison), joined in rich discussions concerning the analysis of data from March-08's SMART goals and comprehensive benchmarks results. In attaining our 2007-08 FSRP goal of 10% increase in pass rate from comprehensive standards-based pre and post tests in ELA, mathematics and science, issues were considered as follows: 1) Some re-teaching/retesting was done in order to achieve these goals, 2) PACT-like assessments and

questions cognitively aligned to the standards kept assessments to a rigorous standard, 3) Some uneven performances across grade levels existed, and 4) Although FSRP goals were met (ELA needed 67% and made 71%, mathematics needed 74% and made 75%, and science needed 65% and made 66%), the ultimate success is to be evident on 2008 PACT results. In keeping these issues in mind while keeping a focus on what has been successful, it is the consensus of this leadership team that we maintain the course and extend this FSRP to include further incremental increases in pass rates of comprehensive standards-based exams. In view of the fact that these comprehensive exams are aligned to the standards, and are also at the cognitive rigor of the standards, and in addition, are of the same format as PACT, performance on this test will demonstrate mastery, retention and transfer of knowledge. These exams are district wide benchmark tests developed by instructional coaches and teachers under the supervision and direction of the district office curriculum staff. Items for the tests are selected from a test bank that includes *Test for Higher Standards* by Dr. Stuart Flanagan, professor emeritus William and Mary College, and the state-endorsed Anderson V Curriculum assessments items. These items are reviewed and analyzed carefully to ensure rigor and alignment to state standards. Further, test items correlate to district pacing guides. This comprehensive standards-based test is given at the end of first semester in January to all middle school students annually. In addition to this comprehensive benchmark exam, teachers analyze MAP data as a formative assessment to ensure incremental progress towards achievement goals prior to state testing.

In reviewing the 2006 comprehensive exam data, there is a direct correlation between the percent of students who scored basic and above on PACT and the percent of students who passed the district comprehensive exams. An example of this would be that 64% of the students in grades 6-8 passed the mathematics comprehensive exams, and the 2007 PACT scores indicated that 64% of the students in grades 6 -8 were basic and above in mathematics. Similar results are indicated for ELA and science. Furthermore, the pass rate targets that we have selected for the 2008-09 FSRP are aligned to the projected targets for PACT performance for 2009 in our overall school renewal plan. Therefore, we believe that if students increase their level of achievement as indicated by the pass rates on these comprehensive exams, they will ultimately increase their level of achievement on PACT.

COMPREHENSIVE EXAM PASS RATES
Percent of Students Passing With a Score of 70 or Above

SUBJECT	2006-07	2007-08
ELA	57%	71%
Math	64%	75%
Science	55%	66%

TARGET PASS RATES

SUBJECT	2008-09
ELA	75%
Math	77%
Science	70%

In order to meet expected progress, we must achieve a 2.6 absolute report card index by fall 2008. To achieve expected progress requires a significant increase in student achievement. Our student achievement goals for this focused school renewal plan target this increase. Ultimately, we desire that 100% of our students will master content area standards. For the purpose of this focused school renewal plan, we are required to set goals, which provide data to show progress toward this ultimate goal. Hence, we have selected again to use formative assessments to evaluate strategies and comprehensive standards-based exams as our measure of progress toward attaining our goals.

Since there are high percentages of Colleton Middle School students still scoring Below Basic in all categories, strong emphasis and concentration are being placed on the standards and their delivery, and assessing to the cognitive rigor of the standard. The inclusion of SMART goals using pre/post tests will drive classroom instruction in all content areas. Assessments for pre/posts tests will be derived from S. Flanagan Tests for Higher Standards, Anderson V Benchmarks, and the Colleton County District test bank. Other sources for developing test questions will be PACT Prep, South Carolina PACT Coach, and South Carolina Buckle Down PACT. Differentiated Instruction by core teachers will provide instruction for students who are within five points of moving up one level on PACT. Core teachers, who will provide assistance in developing goals based on MAP data, will identify these students. Daily focus classes will provide grade level instruction in reading using Scientific Research Associates (SRA). Star Reading pre and post test will be used as a measure of reading growth. A consultant will further provide work with English Language Arts teachers on utilizing strategies to improve reading skills. A Literacy Committee has been put in place to provide opportunities for and monitoring of school wide reading and writing across all content areas. Professional Development Periods (PDP) have been added daily to the school master schedule for the purpose of team/collaborative planning, professional development opportunities, data analyses, reviews and effective use of assessments, the Revised Bloom's Taxonomy, review and pacing of Anderson V Curriculum and all other issues pertinent to meeting success here at Colleton Middle School. This structured time during the school day facilitates the interaction and growth of learning communities within our school. Some instructional strategies utilizing research-based practices which are emphasized in the curriculum at Colleton Middle School are as follows: Explicit Direct Instruction, Differentiated Instruction, writing across the content area, standards in review to address low-mastery standards, Hunter's Principles of Learning, Active Learning, technology supported instruction (streamline videos, Orchard Laboratory, Smart-boards, Curriculum on Wheels, Classroom Performance Clickers, etc.), and hands-on mathematics and science. These instructional strategies were selected for school wide emphasis in order to meet the needs of our diverse student population and provide differentiated instruction, especially for our African American students and students who are eligible to receive free and reduced-price lunch. Leadership meetings are held weekly to disseminate data and discuss significant issues regarding the school. In addition to the above, selected teachers are participating in a South Carolina State Department course "Assessing Standards in the Classroom". These programs and initiatives are key components for a cohesive and comprehensive plan for school improvement.

Reading MAP	Fall '07	Spring '08
Rep. Cd. Comparison	2.39	2.79
% Below Basic	40%	26%
%Basic	54%	55%
% Prof/Adv	6%	19%

Math MAP	Fall '07	Spring '08
Rep. Cd. Comparison	2.08	2.81
% Below Basic	59%	30%
%Basic	37%	55%
% Prof/Adv	4%	15%

Our expected outcome is ultimately for our students to demonstrate increased mastery of grade level standards as evidenced by expected gains in PACT performance. In order to attain that ultimate goal, we have set student performance outcomes on comprehensive standards-based exams which define targets for levels of mastery as follows: By April 1, 2009, increase student

achievement at Colleton Middle School in grades six through eight as evidenced by attainment of targeted pass rates on comprehensive standards-based exams as follows: English Language Arts, 75%, Mathematics, 77%, Science 70%. This Colleton Middle School FSRP is reflective of an extension and maintenance of ongoing initiatives and goals that have already been proven to be highly effective. With all of the on-going initiatives in place, the expectation for incremental growth in student performance is highly anticipated. Our energetic and capable staff, who as a team, is dedicated to making positive changes, our strong leadership team, along with 100% support from our district office staff, Colleton Middle School, as our motto states, is ***"Committed To Making Success."***

School Timeline 2008-2009

Month	Activity	Person(s) Responsible	Date completed
July	Coordinate, plan, and organize staff retreat	Principal	
August	Conduct staff retreat to introduce focus areas and expectations for the staff and for professional development for the year	Principal and leadership team	
August	Review and analyze PACT data (disaggregated by student subgroups, by grade, by teacher and including analysis of growth over time)	Teachers, coaches, principal, superintendent	
August	Based on PACT disaggregated data, determine underperforming students and teachers with underperforming classes who will be targeted for additional support	Superintendent, principal, coaches	
August	Plan and conduct district staff development and distribution of Anderson V curriculum, which is annually revised	Superintendent, coaches	
August	Develop and distribute PDP schedule	Principal, coaches	
August	Organize and distribute materials and supplies for hands-on activities in mathematics and science as well as technology	Coaches	
August	Begin submitting weekly logs by coaches for principal's review and feedback (continued all year long)	Coaches, principal	
August	Schedule leadership meetings, including dates designated for presentation, review, and analysis of data, including classroom SMART goal data	Superintendent, principal	
August	Develop 2008-09 schedule for classroom observations by school administrators	Principal, assistant principal	
August	Schedule and conduct ADEPT orientation sessions	District administration, Principal	
September	Submit long range plans as part of ADEPT expectations	Teachers	
September	Begin ADEPT fall observations	Principal, assistant principal	
September	Begin (and continue throughout the year) classroom observations by district administrators, school administrators, and coaches (5 observations per week per observer). Input observation data into the district online observation database.	District administrators, principal, assistant principal, coaches	
September	Begin daily Professional Development (PDP) team meetings	Team leaders	
September	Begin weekly Professional Development (PDP) subject area collaborative sessions to review data, plan instruction, develop assessments, review and analyze student work, etc.	Coaches	
September	Select focus indicators for each two-week instructional period (SMART goals)	Teachers, coaches	
September	Administer tests for selected indicators every two weeks (SMART goals)	Teachers, coaches	
September	Begin Reteaching/Retesting	Teachers, after school reteaching/retesting program coordinator	
September	Begin SRA program during first period focus reading classes (Set expectations and provide materials)	Coach	
September	Begin Voyager V-Math program in special education mathematics classes	Teachers	

Month	Activity	Responsible	
September	Plan and conduct professional development during early release time and PDP sessions with emphasis on differentiated instruction and use of data from Measures of Academic Progress (MAP)	Coaches	
September	Administer fall testing using Measures of Academic Progress (MAP)	Assistant principal	
September	Analyze Measures of Academic Progress (MAP) results to inform instruction (e.g. identify gaps in prior knowledge for students working below grade and areas of possible enrichment for students performing above grade level) and develop strategies to differentiate instruction	Teachers	
September	Administer Star Reader assessment and compile and analyze results to inform instruction	Teachers, media specialist, coach	
September	Generate and analyze reports from district online observation database on components of effective instruction; Use this data to determine specific professional development needs	Principal, coaches	
September	Review and analyze data during school leadership meeting, including district administrator's review of SMART goal data and assessments	Leadership Team, District administration	
October	Provide feedback to teachers concerning long range plans	Principal	
October	Continue fall ADEPT observations	Principal, assistant principal	
October	Develop and distribute PDP schedule	Coaches	
October	Select focus indicators for each two-week instructional period (SMART goals)	Teachers, coaches	
October	Administer tests for selected indicators every two weeks (SMART goals)	Teachers, coaches	
October	Plan and conduct district workshops for core subjects to support standards implementation and Anderson V curriculum implementation and to analyze assessments for rigor and standards-alignment	Coaches, District administration	
October	Generate and analyze reports from district online observation database on components of effective instruction; Use this data to determine specific professional development needs	Principal, coaches	
October	Review and analyze data during school leadership meeting, including district administrator's review of SMART goal data and assessments	Leadership Team, District administration	
November	Plan and conduct professional development during PDP sessions (including ELA consultant)	Coaches	
November	Develop and distribute PDP schedule	Coaches	
November	Select focus indicators for each two-week instructional period (SMART goals)	Teachers, coaches	
November	Administer tests for selected indicators every two weeks (SMART goals)	Teachers, coaches	
November	Generate and analyze reports from district online observation database on components of effective instruction; Use this data to determine specific professional development needs	Principal, coaches	
November	Review and analyze data during school leadership meeting, including district administrator's review of SMART goal data and assessments	Leadership Team, District administration	
November	Complete fall ADEPT observations and begin TEAM consensus meetings and conduct induction feedback conferences	Principal	

December	Continue TEAM consensus meetings and induction feedback conferences; Submit preliminary evaluation summaries to district office; Develop and present improvement plans to teachers with "needs improvement" or "unsatisfactory" preliminary evaluation results	Principal	
December	Plan and conduct professional development during PDP sessions	Coaches	
December	Generate and analyze reports from district online observation database on components of effective instruction; Use this data to determine specific professional development needs	Principal, coaches	
December	Develop and distribute PDP schedule	Coaches	
December	Select focus indicators for each two-week instructional period (SMART goals)	Teachers, coaches	
December	Administer tests for selected indicators every two weeks (SMART goals)	Teachers, coaches	
December	Administer winter testing using Measures of Academic Progress (MAP) and analyze results to inform instruction	Assistant principal, teachers	
December	Determine student growth from fall to winter based on Measures of Academic Progress (MAP) data	Teachers	
December	Review and analyze data during school leadership meeting, including district administrator's review of SMART goal data and assessments	Leadership Team, District administration	
January	Plan and conduct professional development during early release time and PDP sessions	Coaches	
January	Develop and distribute PDP schedule	Coaches	
January	Select focus indicators for each two-week instructional period (SMART goals)	Teachers, coaches	
January	Administer tests for selected indicators every two weeks (SMART goals)	Teachers, coaches	
January	Administer comprehensive standards-based benchmark exam which targets first semester standards	Teachers	
January	Analyze results of comprehensive standards-based benchmark exam	Teacher, coaches	
January	Report results of comprehensive standards-based benchmark exam and status towards reaching FSRP goal	Principal, coaches	
January	Use exam data to develop a Standards in Review plan to address low mastery standards for each class in order to prepare students for PACT	Teachers	
January	Generate and analyze reports from district online observation database on components of effective instruction; Use this data to determine specific professional development needs	Principal, coaches	
January	Review and analyze data during school leadership meeting, including district administrator's review of SMART goal data and assessments	Leadership Team, District administration	
January	Begin spring ADEPT observations	Principal, assistant principal	
February	Plan and conduct professional development during early release time and PDP sessions	Coaches	

February	Develop and distribute PDP schedule	Coaches	
February	Select focus indicators for each two-week instructional period (SMART goals)	Teachers, coaches	
February	Administer tests for selected indicators every two weeks (SMART goals)	Teachers, coaches	
February	Plan and conduct district workshops for core subjects to support standards implementation and Anderson V curriculum implementation and to analyze assessments for rigor and standards-alignment	Coaches, District administration	
February	Generate and analyze reports from district online observation database on components of effective instruction; Use this data to determine specific professional development needs	Principal, coaches	
February	Review and analyze data during school leadership meeting, including district administrator's review of SMART goal data and assessments	Leadership Team, District administration	
February	Compile data and finalize ERT FSRP report for 2008-2009	Leadership Team	
February	Continue to complete spring ADEPT observations	Principal, assistant principal	
March	Plan and conduct professional development during early release time and PDP sessions	Coaches	
March	Develop and distribute PDP schedule	Coaches	
March	Select focus indicators for each two-week instructional period (SMART goals)	Teachers, coaches	
March	Administer tests for selected indicators every two weeks (SMART goals)	Teachers, coaches	
March	Administer spring testing using Measures of Academic Progress (MAP) and analyze results to inform instruction	Assistant principal, teachers	
March	Determine student growth from fall to spring based on Measures of Academic Progress (MAP) data	Teachers	
March	Generate and analyze reports from district online observation database on components of effective instruction; Use this data to determine specific professional development needs	Principal, coaches	
March	Review and analyze data during school leadership meeting, including district administrator's review of SMART goal data and assessments	Leadership Team, District administration	
March	Complete spring ADEPT observations and begin TEAM consensus meetings and conduct induction feedback conferences; Complete annual contract teachers' conferences	Principal	
March	Compile data, determine focused goals for 2009-2010, and finalize ERT FSRP report for the next school year	Leadership Team	
April	Complete TEAM consensus meetings and induction feedback conferences; Submit final evaluation summaries to district office; Notify teachers of evaluation status for 2009-2010	Principal	
April	Plan and conduct professional development during early release time and PDP sessions	Coaches	
April	Develop and distribute PDP schedule	Coaches	
April	Select focus indicators for each two-week instructional period (SMART goals)	Teachers, coaches	
April	Administer tests for selected indicators every two weeks (SMART goals)	Teachers, coaches	
April	Administer Star Reader assessment and compile and analyze results (compare pre and post -test data)		

April	Generate and analyze reports from district online observation database on components of effective instruction; Use this data to determine specific professional development needs	Principal, coaches	
April	Review and analyze data during school leadership meeting, including district administrator's review of SMART goal data and assessments	Leadership Team, district administration	
May	Generate and analyze end-of-the-year reports from district online observation database on components of effective instruction; Use this data to determine specific professional development needs for the next school year	Principal, coaches	
May	Review and analyze data for all initiatives/programs during school leadership meeting to determine which ones are working, which ones need to be revised, and which ones need to be eliminated during the next school year; Use this data to revise the comprehensive School Renewal Plan	Leadership Team, district administration	
May	Administer Palmetto Achievement Challenge Test	Teachers, school testing coordinator	

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 1:

By April 1, 2009, students in grades 6 – 8 will demonstrate achievement in English Language Arts as evidenced by 75% of the students attaining a passing score of 70% or higher on a comprehensive standards-based exam.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Select bimonthly focus indicators from English Language Arts curriculum standards in alignment with the district pacing guide (SMART goals)	Coach, Teachers	Sept. 1, 2008	Notes from weekly collaborative planning during the Professional Development Period (PDP) will document the standards which are targeted for mastery during the upcoming two weeks of instruction. (PDP is time provided during the school day for teachers of the same grade and/or subject to collaborate and participate in professional development on a regular basis. Teachers have another period for individual planning plus this PDP time daily.) Persons responsible: Coach with teacher input
Administer post-tests for selected indicators bimonthly (SMART goals) and administer re-tests as needed. The target is for 80% of our students to attain 80% or higher levels of mastery on focus indicators.	ELA Teachers	Sept. 1, 2008	SMART goals data summary sheets are compiled and presented to the leadership team each month. The percent of students who attain 80% or higher levels of mastery is reported for the test and the re-test. The tests and the re-tests are developed by classroom teachers and reviewed for standards-alignment and rigor by the coach. Persons responsible: Teachers, monitored by coach
Use SRA direct instruction and SRA reading laboratory for teaching during first period focus classes daily	All core teachers, Coach	Sept. 1, 2008	Administered in fall and spring, Star Reader pre- and post- test scores are provided by the media specialist and reviewed by teachers and coach. Results are reported to the school leadership committee. While SRA classroom assessments focus on fluency, decoding, and comprehension, Star Reader gives holistic grade level performance data. Students in focus classes are grouped according to MAP RIT Band scores. Every teacher in the school has a focus class, thus enabling small class sizes of no more than 14 per teacher. Persons responsible: Teachers, Coach, Media specialist

Improve student writing through implementation of writing across the content areas	All teachers, Coach	Sept. 1, 2008	Student writing samples will be collected 5 times per year and reviewed and scored by the school literacy committee and classroom teachers using the state writing rubric. Persons responsible: Teachers, literacy committee, coach
Use assessment data to inform instruction (e.g. Standards in Review plan for addressing low mastery standards from classroom tests and/or district benchmark test, lesson plans, assessment portfolios, etc.) and to select students for Reteaching/Retesting (in class, at recess, or during the after school)	ELA Teachers, Coach	Sept. 1, 2008	• Weekly lesson plans by teachers • Weekly lesson plan feedback sheets by coach • Review and analysis of classroom tests by coach, including revisions to tests if needed to address the rigor of the standards by teachers • Classroom reteaching/retesting changes in student scores on SMART goal tests as evidenced by bimonthly goal retest data by teachers (Teachers submit rosters with student grades on the tests. Then, two weeks later, they submit rosters with grades changed to reflect the re-test scores.) Persons Responsible: Coach
Identify students within 5 points of moving to the next PACT performance level, provide differentiated instruction to accelerate their learning, and monitor their progress through performance on SMART goal assessments	Classroom teachers, Coach	Sept. 24, 2008	• Review and analysis of PACT data by teachers • Weekly lesson plans submitted by teachers • Weekly lesson plan feedback sheets by coach • SMART goal data including grades for these individual students • Monitoring and assisting teachers via one-on-one coaching conferences as evidenced by coach's weekly schedule, which is submitted to the principal Persons responsible: Teachers
Provide communication/ staff development in best practices (exemplary writing, state writing rubric, guided reading, etc.) on literacy instruction for middle school students (Staff development will include model lessons, co-teaching, and coaching.) Provide consultant to work with English language arts teachers in reading	Coach	Oct. 1, 2008	Copies of communications, agenda, handouts, district staff development schedules, sign in sheets, and evaluation sheets serve as documentation for on-site or district workshops. School PDP calendar denotes the focus for teachers during the Professional Development Period. ELA PDP meeting agendas document teacher participation and note specific areas targeted for ELA. The ultimate result of all professional development is effective instruction. Improved instruction is measured by the district observation forms with data input into an online database. Targets for effective instruction are listed as follows: • 70% or above for concept development, skills development, relevance, and CFU- Checking for Understanding, • 40% or above HOTS – Higher Order Thinking Skills Person responsible: Coach

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, students in grades 6 – 8 will demonstrate achievement in mathematics as evidenced by 77% of the students attaining a passing score of 70% or higher on a comprehensive standards-based exam.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Select bimonthly focus indicators from mathematics curriculum standards in alignment with the district pacing guide (SMART goals)	Coach, Teachers	Sept. 1, 2008	Notes from weekly collaborative planning during the Professional Development Period (PDP) will document the standards which are targeted for mastery during the upcoming two weeks of instruction. (PDP is time provided during the school day for teachers of the same grade and/or subject to collaborate and participate in professional development on a regular basis. Teachers have another period for individual planning plus this PDP time daily.) Persons responsible: Coach with teacher input
Administer tests for selected indicators bimonthly (SMART goals) and administer re-tests as needed. The who target is for 80% of our students to attain 80% or higher levels of mastery on focus indicators.	Mathematics Teachers	Sept. 1, 2008	SMART goals data summary sheets are compiled and presented to the leadership team each month. The percent of students who attain 80% or higher levels of mastery is reported for the test and the re-test. The tests and the re-tests are developed by classroom teachers and reviewed for standards-alignment and rigor by the coach. Persons responsible: Teachers, monitored by coach
Use Voyager V-Math Program direct instruction during special education mathematics classes	Special education mathematics teachers	Sept. 1, 2008	V-Math Assessment Data including student data for each instructional module Persons responsible: Special education mathematics teachers report data to coach, Coach reports data to school leadership committee

Use assessment data to inform instruction (e.g. Standards in Review plan for addressing low mastery standards from classroom tests and/or district benchmark test, lesson plans, assessment portfolios, etc.) and to select students for Reteaching/Retesting (in class, at recess, or during the after school)	Mathematics Teachers, Coach	Sept. 1, 2008	• Weekly lesson plans by teachers • Weekly lesson plan feedback sheets by coach • Review and analysis of classroom tests by coach, including revisions to tests if needed to address the rigor of the standards by teachers • Classroom reteaching/retesting changes in student scores on SMART goal tests as evidenced by bimonthly goal retest data by teachers (Teachers submit rosters with student grades on the tests. Then, two weeks later, they submit rosters with grades changed to reflect the re-test scores.) Person responsible: Teachers, Coach
Provide mathematics professional development through weekly collaborative planning (PDP), one-on-one coaching, co-teaching/ modeling, and whole group professional development as needed to result in more effective instruction using research-based strategies to meet student needs (Topics may include implementing new mathematics standards, brain research, relevance, increasing use of hands-on materials and technology, strategies for differentiating instruction, etc.)	Coach, classroom teachers	Sept. 1, 2008	Copies of communications, agenda, handouts, district staff development schedules, sign in sheets, and evaluation sheets serve as documentation for on-site or district professional development. School PDP calendar denotes the focus for teachers during the Professional Development Period. Mathematics PDP meeting agendas document teacher participation and note specific areas targeted for mathematics. The ultimate result of all professional development is effective instruction. Improved instruction is measured by the district observation forms with data input into an online database. Targets for effective instruction are listed as follows: • 70% or above for concept development, skills development, relevance, and CFU- Checking for Understanding, • 40% or above HOTS – Higher Order Thinking Skills, • 20% or above Demonstration or Experiments/manipulatives hands-on lessons Person responsible: Coach
Identify students within 5 points of moving to the next PACT performance level, provide differentiated instruction to accelerate their learning, and monitor their progress through performance on SMART goal assessments	Classroom teachers, Coach	Sept. 24, 2008	• Review and analysis of PACT data by teachers • Weekly lesson plans submitted by teachers • Weekly lesson plan feedback sheets by coach • SMART goal data including grades for these individual students • Monitoring and assisting teachers via one-on-one coaching conferences as evidenced by coach's weekly schedule, which is submitted to the principal Persons responsible: Teachers

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

By April 1, 2009, students in grades 6 – 8 will demonstrate achievement in science as evidenced by 70% of the students attaining a passing score of 70% or higher on a comprehensive standards-based exam.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Select bimonthly focus indicators from science curriculum standards in alignment with the district pacing guide (SMART goals)	Coach, Teachers	Sept. 1, 2008	Notes from weekly collaborative planning during the Professional Development Period (PDP) will document the standards which are targeted for mastery during the upcoming two weeks of instruction. (PDP is time provided during the school day for teachers of the same grade and/or subject to collaborate and participate in professional development on a regular basis. Teachers have another period for individual planning plus this PDP time daily.) Persons responsible: Coach with teacher input
Administer tests for selected indicators bimonthly (SMART goals) and administer re-tests as needed. The target is for 80% of our students to attain 80% or higher levels of mastery on focus indicators.	Science Teachers	Sept. 1, 2008	SMART goals data summary sheets are compiled and presented to the leadership team each month. The percent of students who attain 80% or higher levels of mastery is reported for the test and the re-test. The tests and the re-tests are developed by classroom teachers and reviewed for standards-alignment and rigor by the coach. Persons responsible: Teachers, monitored by coach
Use hands-on lab activities, demonstrations, and science kits in research-based instruction	Science Teachers, coach	Sept. 1, 2008	Use of hands-on materials, as a strategy to engage students in learning science and to promote increased achievement, will be documented through lesson plans and lesson plan review/feedback sheets. District observation forms with data input into an online database also documents the percent of classroom lesson observed which include the use of technology. Person responsible: Teachers, monitored by coach
Imbed the use of technology into classroom science instruction (e.g. COW – Curriculum on Wheels, Glencoe PowerPoint presentations, Streamline videos, etc.)	Science Teachers, coach	Sept. 1, 2008	Use of technology, as a strategy to engage students in learning science and to promote increased achievement, will be documented through lesson plans and lesson plan review/feedback sheets. District observation forms with data input into an online database also documents the percent of classroom lesson observed which include the use of technology. Persons responsible: Coach

Use assessment data to inform instruction (e.g. Standards in Review plan for addressing low mastery standards from classroom tests and/or district benchmark test, lesson plans, assessment portfolios, etc.) and to select students for Reteaching/Retesting (in class, at recess, or during the after school)	Science Teachers, Coach	Sept. 1, 2008	• Weekly lesson plans by teachers • Weekly lesson plan feedback sheets by coach • Review and analysis of classroom tests by coach, including revisions to tests if needed to address the rigor of the standards by teachers • Classroom reteaching/retesting changes in student scores on SMART goal tests as evidenced by bimonthly goal retest data by teachers (Teachers submit rosters with student grades on the post-test. Then, two weeks later, they submit rosters with grades changed to reflect the re-test scores.) Person responsible: Coach, science teachers
Provide science professional development through weekly collaborative planning, one-on-one coaching, co-teaching/ modeling to result in more effective instruction using research-based strategies to meet student needs (Topics may include implementing science support standards, kit training, lab safety, differentiated instruction, etc.)	Coach, classroom teachers	Sept. 1, 2008	Copies of communications, agenda, handouts, district staff development schedules, sign in sheets, and evaluation sheets serve as documentation for on-site or district professional development. School PDP calendar denotes the focus for teachers during the Professional Development Period. Science PDP meeting agendas document teacher participation and note specific areas targeted for science. The ultimate result of all professional development is effective instruction. Improved instruction is measured by the district observation forms with data input into an online database. Targets for effective instruction are listed as follows: • 70% or above for concept development, skills development, relevance, and CFU- Checking for Understanding, • 40% or above HOTS – Higher Order Thinking Skills, • 20% or above Demonstration or Experiments/manipulatives hands-on lessons Person responsible: Coach

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, the principal will provide support to increase student achievement in each grade (6, 7, 8) as evidenced by 75% of the English Language Arts students, 77% of the Mathematics students, and 70% of the Science students receiving a passing score of 70%, through monitoring the instructional program.
(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Establish a School Academic Leadership Team to ensure effective instructional practices throughout the school program	Principal	Sept. 1, 2008	The principal will appoint a leadership team consisting of vital stakeholders (asst. principal, instruction facilitator(s), teacher leader(s), district administrator(s), media specialist, guidance counselor(s), data coordinator, parent involvement coordinator). The principal schedules and facilitates weekly meetings. The team will plan and implement strategies for effective instruction, analyze and assess data, make adjustments in the instructional program based on data, and tackle instructional issues. Agendas, sign in sheets, and meeting notes provide evidence of implementation. Persons responsible: Principal
Conduct informal observations and "walk-throughs" and provide feedback to teachers weekly (5 observations per week)	Principal	Sept. 1, 2008	The principal, assistant principal, and coaches conduct 5 observations per week. Data from observations is input into the district online database. Reports are printed as needed to monitor school progress and individual teacher's progress. Persons responsible: Principal
Organize the review and feedback process for lesson plans and assessments to ensure alignment of curriculum, instruction and assessment (with Anderson V curriculum as a resource)	Principal	Sept. 1, 2008	Principal monitors coach's and department chair's documentation, which includes the weekly schedule of conferences with individual teachers, lesson plan feedback sheets, and assessment review and analysis for standards-alignment and rigor of classroom tests. Data from classroom observations is input into the district online database as a measure of effective instruction. Data from classroom assessments is reported to the principal and the school leadership team on a monthly basis. Person responsible: Coaches, Department Chairs

Review and analyze student performance data (classroom SMART goal tests, benchmarks, Measures of Academic Progress, etc.) in collaboration with coaches, the school leadership team, and the district administration	Principal	Sept. 1, 2008	Students, teachers, coaches, administrators, and the school leadership team review student performance data as follows: • SMART goal classroom assessment data is reviewed on a monthly basis to ensure 80% or above levels of mastery of standards by 80% of the students or higher • District benchmark tests are administered two times per year to determine areas of high mastery standards and low mastery standards with low mastery areas targeted for reteaching/retesting and possible curriculum revision to meet the needs of students • Measures of Academic Progress (MAP) is administered two times per year as a predictor of PACT performance, to measure growth of individuals during the school year, and to identify gaps in students' understanding and/or skills. Person responsible: Coaches
Ensure weekly collaborative planning for instruction	Principal	Sept. 1, 2008	Provide for inclusion of the "professional development period" in the master schedule for teachers to meet and develop standards-based lessons and to share research-based instructional strategies. Provide the state-endorsed Anderson V curriculum guides and district pacing guides. Department chairs will facilitate weekly meetings. Coaches will monitor these meetings and provided guidance and feedback. In addition, the principal will meet with department chairs monthly to ensure the effectiveness of the instructional plan. Person responsible: Principal, coaches, department chairpersons
Provide resources and materials support to ensure effectiveness of the instructional program	Principal	Sept. 1, 2008	Principal will meet with department chairpersons and coaches to assess resource needs. Department chairpersons will maintain a current inventory of department supplies, equipment, and materials, and will collaborate with instructional facilitators to manage materials support needs for the department. The principal will foster active learning through the use of available technology and/or hand-on tools. The principal will use the district observation tool to provide formal feedback on "active learning" and use of manipulatives, experiments, investigations, and technology. Person responsible: Principal, coaches, department chairperson

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:   By April 1, 2009, the principal will provide support by providing professional development that will lead to an increase in student achievement in each grade (6, 7, 8) as evidenced by 75% of the English Language Arts students, 77% of the Mathematics students, and 70% of the Science students receiving a passing score of 70%.
(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Organize a staff retreat in August 2008 to bring the staff into unity with shared vision and common understanding of roles and responsibilities to start a new school year and to work as a team to transition the school out of restructuring status	Principal, Assistant principal, Coaches, Guidance counselors, Team leaders	Sept. 1, 2008	Retreat planning meeting agendas and the retreat agenda will document shared leadership and teamwork, both of which are required for school renewal and change that must occur in order to increase student achievement. Person responsible: Principal
Provide weekly subject area collaborative planning during the Professional Development Period (PDP) for all teachers to address curriculum issues, reinforce effective strategies, examine data and plan collaboratively in core subject areas	Principal, Assistant principal, Coaches	Sept. 1, 2008	The school master schedule shows common planning times for teachers with afternoon planning periods designated for PDP. One day per week is designated for subject-area collaboration, an essential component for setting, collecting data, and monitoring progress of SMART goals in each subject. Coaches collaborate to plan the agenda and document meeting notes from weekly subject area planning sessions during subject area PDP. The principal reviews meeting notes and gives feedback to coaches. The principal requires coaches to report progress of their subject area to the school leadership team on a regular basis. Persons responsible: Principal, coaches
Provide daily Professional Development Period (PDP) for all teachers to collaborate in teams (with four core area teachers on each team) in order to meet the needs of students on the team. Topics addressed include, but are not limited to, addressing student discipline needs, contacting parents, coordinating dates for major assessments, and addressing needs of students who are working below grade level.	Principal, Assistant principal, Coaches	Sept. 1, 2008	The school master schedule shows common planning times for teachers with afternoon planning periods designated for PDP. Coaches prepare a school PDP calendar to set expectations for PDP meetings, which are conducted daily by team leaders. As facilitators for team meetings, team leaders keep documentation of their team's work in a notebook/portfolio. The principal and coaches review meeting notes and gives feedback to team leaders. Persons responsible: Principal, coaches, team leaders

Provide standards based staff development to enhance teacher effectiveness and support school and district initiatives that increase student learning. Topics addressed include, but are not limited to, data analysis (especially analysis of PACT disaggregated data, MAP data, benchmark comprehensive exam data, classroom assessment data, and grade distribution data), Explicit Direct Instruction, standards implementation, Anderson V curriculum, and differentiation of instruction to meet student needs.	Principal, Assistant principal, Coaches	Sept. 1, 2008	Agendas, sign in sheets, and evaluation feedback serve as a record of standards based staff development provided for teachers by the school or district. Persons responsible: Coaches
Provide time during the school day for one-on-one job-embedded coaching for core-content faculty	Principal, coaches	Sept. 1, 2008	The school master schedule shows common planning times for teachers with morning planning designated for individuals and afternoon planning designated for collaboration and professional development. The coaches submit their weekly schedules to the principal regularly and make note of conferences and support provided to individual teachers. In addition, a district/school expectation is that after coaches observe a classroom lesson that the coach conferences with the teacher to reflect with the teacher on the lesson that was observed and, if needed, to offer corrective feedback. Thus, the coach supports the teacher in continuous improvement and notes on the district observation form provide a record of feedback and support provided to stimulate the teacher towards continuous improvement. The principal will also observe and provide feedback to teachers regarding the use of their instructional strategies. Persons responsible: Principal, Coaches

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, the district will provide support to ensure that students in grades 6 – 8 will demonstrate achievement in English Language Arts as evidenced by 75% of the students attaining a passing score of 70% or higher on a comprehensive standards-based exam.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
District administrators will be conducting classroom observations in ELA lessons on a routine basis.	Superintendent Charles Gale	August 2008 – April 2009	Classroom observation feedback forms are maintained in an electronic database (EDI). The feedback will identify strengths and weaknesses and will be provided to the observed teachers. Computerized reports will be generated as evidence of monitoring effective classroom instruction in English language arts. Charles Gale
District administrators will be monitoring teacher assessment portfolios each month to ensure that students are being held accountable to the rigor of the grade level standards.	superintendent Charles Gale	August 2008 – April 2009	School Leadership Team minutes maintained. A log will be maintained of teacher assessment portfolios that are reviewed each month by district administrators. Feedback will be shared with individual teachers if there is a concern. Charles Gale
District administrators will meet with the school leadership team each month to monitor the successful implementation of the ELA focused goal strategies.	superintendent Charles Gale	August 2008 – April 2009	School Leadership Team minutes will reflect the attendance and feedback of the district administrators regarding the successful implementation of the ELA focused goal strategies. Charles Gale

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, the district will provide support to ensure that students in grades 6 – 8 will demonstrate achievement in mathematics as evidenced by 77% of the students attaining a passing score of 70% or higher on a comprehensive standards-based exam.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
District administrators will be conducting classroom observations in mathematics lessons on a routine basis.	superintendent Charles gale	August 2008 – April 2009	Classroom observation feedback forms are maintained in an electronic database (EDI). The feedback will identify strengths and weaknesses and will be provided to the observed teachers. Charles Gale
District administrators will be monitoring teacher assessment portfolios each month to ensure that students are being held accountable to the rigor of the grade level standards.	superintendent Charles Gale	August 2008 – April 2009	School Leadership Team minutes maintained. A log will be maintained of teacher assessment portfolios that are reviewed each month by district administrators. Feedback will be shared with individual teachers if there is a concern. Charles Gale
District administrators will meet with the school leadership team each month to monitor the successful implementation of the mathematics focused goal strategies.	superintendent Charles Gale	August 2008 – April 2009	School Leadership Team minutes will reflect the attendance and feedback of the district administrators regarding the successful implementation of the mathematics focused goal strategies. Charles Gale

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 3: : By April 1, 2009, the district will provide support to ensure that students in grades 6 – 8 will demonstrate achievement in science as evidenced by 70% of the students attaining a passing score of 70% or higher on a comprehensive standards-based exam.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
District administrators will be conducting classroom observations in science lessons on a routine basis.	superintendent Charles Gale	August 2008 – April 2009	Classroom observation feedback forms are maintained in an electronic database (EDI). The feedback will identify strengths and weaknesses and will be provided to the observed teachers. Charles Gale
District administrators will be monitoring teacher assessment portfolios each month to ensure that students are being held accountable to the rigor of the grade level standards.	superintendent Charles Gale	August 2008 – April 2009	School Leadership Team minutes maintained. A log will be maintained of teacher assessment portfolios that are reviewed each month by district administrators. Feedback will be shared with individual teachers if there is a concern. Charles Gale
District administrators will meet with the school leadership team each month to monitor the successful implementation of the science focused goal strategies.	superintendent Charles Gale	August 2008 – April 2009	School Leadership Team minutes will reflect the attendance and feedback of the district administrators regarding the successful implementation of the mathematics focused goal strategies. Charles Gale

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Title and Description of Each Program and Initiative
Included in the FSRP

PROGRAMS

21st Century Growth, Achievement and Pride Program (GAP):
GAP is our after school program that assists students with homework, reading and writing skills, computer skills, Orchard Lab and many other activities.

Orchard Laboratory:
Orchard Laboratory is a researched-based comprehensive instructional software program. The program contains a correlation to state standards, offers pre/post tests and explores over one hundred and fifty skill trees that meet individual learning needs through a wide variety of instructional approaches.

Re-teach/Retest Program
Re-teach/Retest Program is an after school program that allows students to be re-taught and retested on a specific skill/indicator or test. Classroom teachers refer students to the program.

Scientific Research Associates (SRA):
SRA is a complete reading program taught through our focus classes every morning. The program uses Direct Instruction to help students master the decoding and comprehension skills they need not only to read well, but to learn well. The program is a carefully tested program that uses a scripted presentation at a brisk pace to address word skills and reading comprehension.

Voyager Math (V-Math):
Voyager Math is a computerized mathematics program taught in the special education classes to assist students in mastering mathematics skills. The program uses Direct Instruction to help students master skills.

INITIATIVES

Anderson V:
Anderson V is a comprehensive curriculum that is endorsed by the South Carolina State Department of Public Instruction and provides teachers with a pacing guide, lesson plans, activities, assessment, and many other resources aligned to the cognitive rigor of the standards. Anderson V Benchmarks are further provided to gauge academic progress on units of study.

Content Coaches: data analysis, professional development, training, modeling, co-teaching, observing, coaching
- ELA/SS Coach
- Mathematics Coach
- Science Coach

Explicit Direct Instruction (EDI):

Explicit Direct Instruction (DataWorks) is a teacher-directed model of effective instruction that is researched-based and uses a systematic step by step format to assist students in the learning process. With EDI, teachers follow a sequence of events, generally stating the objective, reviewing skills necessary for new information, presenting new information, questioning students, providing group instruction and independent practice, assessing performance and giving more practice.

Professional Development Period (PDP):
Professional Development Period is a time provided daily for teachers to participate in professional development opportunities, team/collaborative planning, review of assessments, formulation/selection of SMART goals, and engage in other curriculum related issues. Coaches meet with teachers every Thursday to assist with the planning process.

SMART Goals:
SMART Goals are bi-monthly teacher made pre/post tests on essential standards that are specific, measurable, achievable, realistic and timely.

ASSESSMENTS/RESOURCES
Classroom Performance Clickers:
CPS is a technological way to assess students. More commonly known as Audience Response Systems, the instructor is able to ask objective and subjective questions to each student. While a transmitter picks up the student's response, sends it to the computer, and stores the response to provide detailed reports. The main goal is to "engage, Assess, and Achieve" in a variety of learning environments.

Curriculum on Wheels (COW):
Curriculum on Wheels from "Ignite Learning" offers comprehensive curriculum for middle school science and social studies and is aligned to the South Carolina State's Standards. Science and social studies COWs come with a year's worth of daily curriculum which include lesson plans, activities, video images, text and music.

Measures of Academic progress (MAP):
Measures of academic Progress are computerized adaptive tests where-in the difficulty of each question is based on how well a student answers all the previous questions. The assessments are designed to target a student's academic performance and growth in mathematics, reading and language assessments. MAP testing will be done in the fall and spring.

Palmetto Achievement Challenge Tests (PACT):
The Palmetto Achievement Challenge Test is a standards-based accountability measurement of student achievement in four core academic areas. The PACT items are aligned to the South Carolina State Standards developed for each discipline.

Revised Bloom's Taxonomy:
Bloom's Taxonomy is a classification of thinking organized by levels of complexity. The taxonomy gives students and teachers an opportunity to learn and practice a range of thinking and provides a simple structure for many different kinds of questions and thinking. The South Carolina State Standards have been reorganized using the new Revised Bloom's Taxonomy.

SMART Board ™ Interactive Whiteboards:
The SMART Board is an interactive whiteboard that connects to the computer and digital projector to show computer images. The SMART Board helps energize presentations and motivate learners. The SMART Board further allows teachers to control computer applications directly from the display, write notes in digital ink and save work to share later.

South Carolina Buckle Down PACT:
Buckle Down PACT is a workbook designed to assist students in practicing and polishing their language arts skills. Some of these skills are as follows: main idea, theme, vocabulary, reading strategies, poetry elements and responding to literature. Questions and materials correlate to the South Carolina State Standards.

South Carolina PACT Coach:
PACT Coach is a series of workbooks designed to prepare students to master grade appropriate skills in four core areas(ELA, math, science and social studies). South Carolina State Standards and Indicators are used to formulate questions.

South Carolina PACT Prep:
PACT Prep is a reading comprehension workbook that includes a variety of fiction and nonfiction passages as well as some poetry. Students will then answer multiple choice and constructed response questions about what they have read. All items correlate with South Carolina State Standards and Indicators.

STAR Reading ™ Renaissance learning:
STAR Reading is a computer-based assessment tool which gives the reading level of students by providing the estimated reading age and national curriculum level in reading. Each assessment is standardized and highly correlated to other assessments, thus, the results predict achievement on other standardized test which thereby assist us in gauging SRA focus reading progress.

Stuart Flanagan Test for Higher Standards:
Stuart Flanagan Tests are grade-level standards-based tests in four core areas that provide for both classroom instruction and assessment. All items meet the specifications as required for the South Carolina state tests as spelled out in the state's blueprints. Dr. Stuart Flanagan is Professor Emeritus at William and Mary College in Virginia.